



Test Security Chart

This chart shows the test security incident levels and examples of the types of issues.

| Level of Severity & Potential Effect of Test Security | Types of Issues |
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| LOW Impropriety Misconduct Anomaly Unusual circumstances that have a low impact on the individual or group of students who are testing and have a low risk of potentially affecting student performance on the test, test security, or test validity. | Student(s) making distracting gestures or sounds during the test session that creates a disruption in the testing session for other students. |
| | Student(s) leave the test room without supervision. |
| | Student(s) talking during testing. |
| | Administrators or coordinators leaving unrelated instructional materials on the walls in the testing room. |
| MEDIUM Irregularity Unusual circumstances that impact an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. | Student cheating or providing answers to each other, including passing notes, giving help to other student during testing or using graphing calculators to exchange information. |
| | Student(s) accessing the internet or any unauthorized software or applications during a testing event. |
| | Student(s) accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing. |
| | Disruptions to a testing session – such as a fire drill, school-wide power outage, etc. |
| | Administrator or coordinators failing to ensure administration and supervision of the Smarter Balanced Field Test by qualified, trained personnel. |
| | Administrator gives incorrect instructions that are not corrected prior to testing. |
| | Administrator or teacher does not present class activity prior to Performance Task administration. |
| | Administrator allowing students to continue testing beyond the close of the selected testing window. |

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| | Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work. |
| | Administrator providing students with non-allowable materials or devices during test administration allowing inappropriate accommodations during test administration. |
| | Administrator allowing anyone other than a student to log into the Field Test unless prescribed as an allowable accommodation in the student's IEP. This includes test administrators or other staff using student information to log in or allowing a student to log in using another student's information. |
| | Administrator or Coordinator sending student log in information to others via email. |
| | Administrator providing a student access to another person's work/responses. |
| <p>HIGH Breach</p> <p>An event that poses a significant threat to the validity of the test. Examples may include such situations as a significant release of secure materials or a significant repeatable security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test question(s) from the available secure bank. A Breach must be reported immediately.</p> | Administrator or Coordinator modifying student responses or records at any time. |
| | Administrator allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during the Field Test or failing to otherwise securely store test materials. |
| | Administrator or student copying, discussing, or otherwise retaining test items, stimuli, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes. |
| | Secure test materials are shared with the media (such as the writing prompts, test items, or reading passages) or media is allowed to observe a secure test administration. |
| | Administrator, Coordinator, or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment. |